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ABSTRACT

Designed to inform the marketing efforts of community college presidents, this document describes the importance of marketing, presents a targeted approach, and outlines the specific roles and skills needed by the president to ensure successful efforts and effective institutions. The first chapter, "Developing a Marketing-Strategic Plan," by Richard J. Pappas and M. Richard Shaink, introduces marketing principles and describes 10 steps for developing a marketing plan in a community college. Chapter 2, "TQM and Marketing: the Same Approach?" by Linda M. Thor, notes similarities between total quality management (TQM) techniques and college marketing and describes the efforts of Rio Salado Community College, in Arizona, to blend marketing and TQM approaches. In chapter 3, "Access and Image Assessment," by Richard Fonte, the critical marketing information a president needs is described with respect to various target markets. The final three chapters, "The President's Role in Governmental Relations," by Ronald J. Temple; "The President's Role in Public Relations," by Beverly S. Simone; and "The President's Role in Fund Raising," by G. Jeremiah Ryan, examine the president's relationship to local, state and federal legislators; the media; and potential donors, respectively. References are included with each chapter. (KP)

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Strategic Marketing for Presidents

RICHARD J. PAPPAS, EDITOR

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Preface

MARKETING IS A CRITICAL ACTIVITY OF ANY ORGANIZATION, but it is often misused and misunderstood, especially in community colleges. This book presents a targeted approach to marketing and outlines the specific roles and skills a community college president must exhibit for the future of his or her institution. Each chapter is written by someone with specific expertise in the area.

The first chapter, "Developing a Marketing—Strategic Plan," provides the president with a background in marketing principles (target marketing, image, the four P's), as well as specific process for marketing planning. It also includes information on the roles of all members of the faculty and staff.

Chapter 2, "TQM and Marketing: The Same Approach?," elaborates on the need for involving all staff in marketing efforts and emphasizes "listening to customers"—the basic principle in both TQM and marketing.

TQM and marketing also stress the need to make decisions based on accurate data and information. Chapter 3, "Access and Image

Assessment," discusses the critical information a president needs in relationship to a variety of target markets. It also describes how the information can be used to measure the effectiveness of a college in achieving these goals.

The final three chapters concentrate specifically on external constituencies. The manner in which the president communicates the information and the role the president plays with local, state, and federal legislators and officials is the focus of Chapter 4, "The President's Role in Governmental Relations." Chapter 5, "The President's Role in Public Relations," expands the different groups with which the president communicates, including the media.

The concluding chapter, "The President's Role in Fund Raising," addresses another target, the potential donor, an issue that is becoming more and more time-consuming for the president.

Each chapter presents the president's role in marketing and helps leaders understand this critical function. Marketing can assist presidents and others at the institution who work with presidents in accomplishing goals and leading the college into the twenty-first century.

—Richard J. Pappas
Bel Air, Maryland
February 1994

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Developing a Marketing—Strategic Plan

By Richard J. Pappas and M. Richard Shaink

THE COMMUNITY COLLEGE PRESIDENT'S UNDERSTANDing of the marketing process is important and a prerequisite to the planning, implementation, and achievement of the college strategic plan. In fact, the president is the chief college marketer and should direct the development of the college marketing effort. Although many presidents support and encourage the application of marketing practices, few really understand the comprehensive scope and application of the marketing process and how it helps set a strategic framework that can guide college staff through future challenges.

A comprehensive understanding of marketing, not just as a process, but as a way of thinking, is critical. According to Fox and Kotler (1985), the *marketing concept* or *orientation* indicates that "The main task of the institution is to determine the needs and wants of target markets and to satisfy these through the design, communication, pricing, and delivery of appropriate and competitively viable programs and services" (p. 10).

This chapter will assist the president in examining his or her critical role in marketing operations and will introduce a marketing

plan process developed by the authors. Additionally, we will present an analysis of the interrelationship of a number of critical marketing topics, including:

- Role of marketing
- Marketing mix
- Various college departments involved in marketing functions
- College image factors
- Identification of market segments and targets

The chapter includes charts depicting the interaction of all marketing components and their relationship to each other, the college image, and the student.

President's Understanding of Marketing Is Essential

Most presidents agree that marketing practices should be implemented both within and outside the campus. In fact, marketing strategies are already used at most colleges. Still, most presidents wonder how to determine if their college's marketing efforts are effective and how marketing tools can be used to achieve specific strategic objectives.

The importance of strategic marketing in higher education has been known for years. In 1850 Brown University President Frances Wayland wrote

> Our colleges are not filled because we do not furnish the education desired by people—Is it not time to inquire whether we might furnish an article for which the demand will be, at least, somewhat remunerative? (cited in Hofstader and Hardy, 1952, p. 25)

It appears that many past and current presidents of junior, technical, and community colleges have heeded Wayland's advice, as evidenced by the relatively rapid growth and expansion of the technical and community college movement in the United States.

However, Kotler and Goldgehn (1981) remind school officials that "schools are formed to serve students, but as they evolve, many schools lose sight of their original mandate and allow the bureaucratic mentality to supersede the original goal." Kotler and Goldgehn note

> For an organization to remain viable, its management must provide for periodic audits of its objectives, resources, and opportunities. It must reexamine its basic business, target groups, differential advantages, communication channels, and messages in light of current trends and needs. It might reorganize when change is needed and make it before it is too late (p. 9).

Wolf (1973) points out that "to succeed in reaching institutional goals, managers must identify the best product/service match with the market need" (p. 2).

In general, the implementation of marketing practices in community colleges can be expected to provide many benefits, including:

- Increased sensitivity to and knowledge about community education needs.
- Rejection of the attempt to be all things to all people and focus instead on the search for differentiated niches in the market. Each college serving a community will focus on providing those services and programs that are most competitively viable and relevant to that community.
- Greater willingness to drop services and programs that do not offer competitive advantage or distinctiveness.
- Eagerness and capability to develop and launch successful new services and programs.
- More effective systems of distributing and delivering their programs and services.
- Development of more creative approaches to pricing.

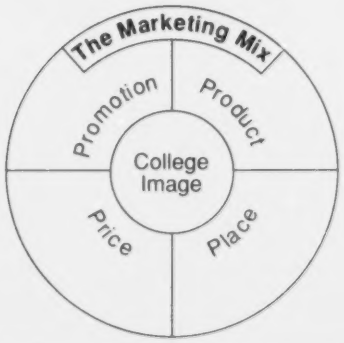
- Higher levels of student, faculty, and administrative satisfaction (Leach, 1977–1978).

An Introduction to Marketing

The "marketing mix" (see Figure 1) is composed of the "Four P's":

- *P*roduct—courses, programs, and services
- *P*lace—distribution, location, facilities, and time
- *P*rice—tuition, fees, and financial aid services
- *P*romotion—advertising, class schedules, publicity, publications, staff contact, word-of-mouth, direct mail, and telemarketing

FIGURE 1
Marketing Mix Factors



Product can be defined as the products and services the college offers to the community. If you were to make a list of all the products and services your college has to offer, the number would amaze you. Considering the number of subjects that are taught or the variety of programs and services that can be offered, it becomes clear that community colleges have a great deal to offer. The marketing challenge is to organize and identify those products and services (alone and in combination) that are most effective for each specific target market.

Place can be defined as the time, location, facility, atmosphere, decor, and sequence in which college products and services are offered. The availability of transportation and parking for students is also a key consideration. Additional place factors include:

- Facility layout, design, furniture, lighting, equipment, decor, and room size
- Building facade, cleanliness, landscaping, and maintenance
- Geographic location
- Environment noise, colors, and aromas
- Time of offering (weekend/weekday, day versus evening), length of offering, and hours of operation

Price is the dollar value at which your college offers the product or service to the student or customer. All charges, fees, and tuition assessed on the student or customer are considered price. The form and variety of payment plans, and additional discount, incentive, or "no charge" services offered to the student or customer can be considered part of the price consideration.

Traditionally, community college staff tend to consider the price factor of the marketing mix narrowly, since the tuition rate is set by the governing body. Actually, many more factors can be included in a discussion of price, some more obvious than others. One area to consider is how and in what form your college accepts payment. Does your college accept checks or credit cards? When does your college require payment for services rendered—before or after? Do you have payment plans? Deferred billing? What additional fees do you charge for processing applications, class materials, health care services, parking, computer usage, etc.? Does your college offer a personal payroll, check-cashing service for students or provide access to on-campus automated teller machines? What fees do you charge community groups to use your facilities, and what services are included in that charge? Does your college offer product/service guarantees for your graduates' work skills or course transferability? At some colleges, if an employer thinks that a graduate does not

possess the skills the college claimed the graduate should have, the employer can send that student back to campus for retraining at no charge. Other price considerations include the many financial aid, student loan, and scholarship/grants packages available to students.

Many college officials believe that people choose to take advantage of community college products and services on the basis of price alone. That is not true. If a college is competing on the basis of price, then one of the other marketing mix P's is being neglected. Several things could be occurring. The college may not be offering the right products/services for specific target markets. The products or services may not be offered at the location or time convenient to the target market. The features may not be communicated effectively to the appropriate target market.

Also, in consumers' minds there is a direct relationship between price and quality. Consumers hold to the beliefs that "you get what you pay for," but, "if it's low-priced, it must not be worth much." Therefore, it is wise to avoid using the words "free" or "cheap" in any communication distributed by the college.

Promotion is the last "P" in the marketing mix. To communicate effectively to a target market you must understand the market's needs; identify the products/services to address those needs; determine where and when to offer those products/services; and calculate appropriate cost to the college and the price you will charge for these products/services. Finally, you must select which medium to be used to communicate to each target market.

Determining the most appropriate promotional medium requires an examination of the promotional mix. The four categories of the promotional mix are:

- Advertising—A paid form of promotion; includes anything you pay for such as newspaper, radio, television, direct mail, or outdoor advertising
- Public Relations—Nonpaid promotion including free newspaper articles, feature stories, and public service announcements

- Personal Selling—Person-to-person promotion done by admissions staff, faculty, students, alumni, etc.
- Promotional Display—Special events that attract people to the college or displays that inform people about the college

A combination of all four elements of the promotional mix is effective but must be coordinated to reach each target market based on identifying demographic characteristics.

The order in which to examine and apply the marketing mix is very important. The order is product, place, price, and then promotion. The rationale for the order is as follows: First, a college product/service must be or have been designed and developed. Then, a determination as to where, when best, and how to distribute or offer the product/service can be made (place). After the product/service design, development, and distribution decisions have been made, a price can be set. Before anyone within your college can begin to effectively promote your product/service, he or she must have complete knowledge and understanding of these marketing mix factors. Too often, when confronted with a marketing challenge, we jump immediately to promotional solutions, disregarding the first three P's.

Marketing as a Collegewide Function

The marketing plan process requires the input, involvement, collaboration, and coordination of all college departments and staff. Every department within the college has responsibility for different parts of the marketing mix. An example of a project that requires collegewide participation in the marketing process is the development and delivery of traditional credit classes. Typically, the instructional division of the college has responsibility for the design and delivery (product) of credit classes. At some colleges another division may have responsibility for facility scheduling, upkeep, and maintenance (place). In general, the board of governors/trustees has authority for the tuition (price), and the promotion of the credit classes may be a joint responsibility of the admissions, enrollment

management, marketing, public relations and/or college relations departments.

Many colleges use a limited interpretation of the term "marketing" and assume that college promotion, public relations, advertising, and fund raising efforts are the sole responsibility of the "marketing" department. It is imperative that the president broaden the perspective of marketing to include a number of collegewide image building and enrollment growth efforts. The president must understand how marketing is intertwined into all divisions of the college and that participation in the marketing plan process must be broad and proactive.

College Image Is Determined by Marketing Mix

The marketing mix is driven by the target market, meaning the product design, delivery, price, and promotional efforts must meet the preconceived expectations and perceptions of current and potential students or businesses. These expectations and perceptions, when matched to the mission of the college, become the basis for the strategic plan's objectives. The combined blend of the marketing mix factors contributes to the creation of a public image of the college and the products and services its offers.

Image is the sum of all perceptions and expectations that people in the community have of the college. The image is an opinion, based in part on what these individuals see or know about your college and other similar colleges. A successful marketing campaign is one that satisfies the individual's expectations and perceptions of the institution. For example, assume that your college promotes and advertises academic courses that are offered at "convenient times and locations." If the majority of your current or potential students hold the perception that the times and locations of these courses are not convenient to them, then your college has an image problem, one related to the place factor of the marketing mix. Or, a person may form an image of your college simply by driving by a college

building and observing the age, type, and condition of the facility, landscape, signage, and the types of people walking or standing. The image formed by the person's brief observation may or may not be indicative of the entire college, but to that person the image is real and remains with him or her until other information about the college is received or a different observation is made. Often images are formed on the basis of interactions with faculty, staff, and students; written material; media reports; and casual conversations.

Actually, your college has hundreds of images because your community consists of hundreds of distinct groups who have received different messages or have had unique observations of your college based on their own specific needs, wants, and desires. A senior citizen will have an image that is different from that of a senior in high school, a senior faculty member, or a senior executive.

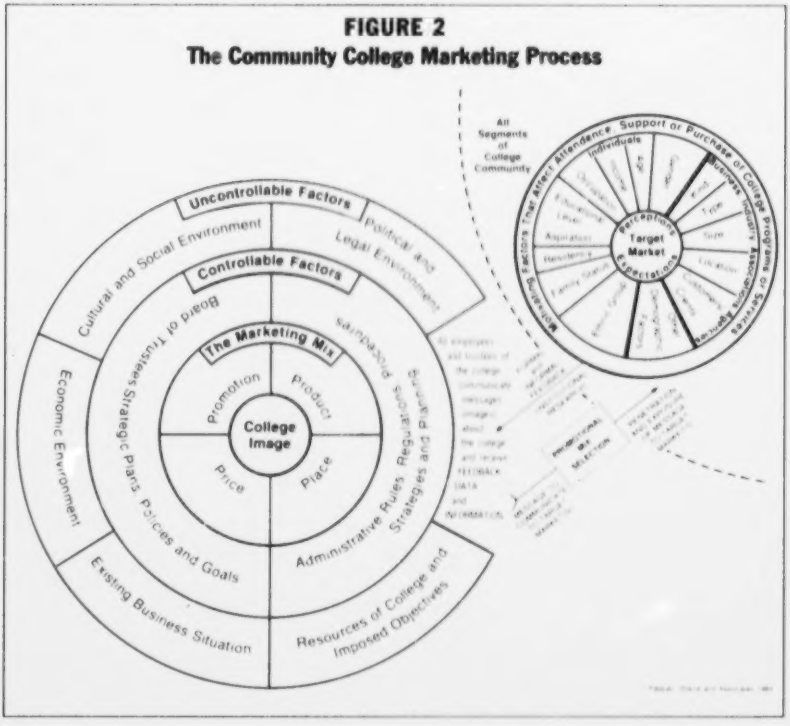
It should be comforting to know that you, as president, along with your board have the authority to change, repair, alter, redefine, or recreate your college's image by developing and implementing the marketing mix through the adoption of policies, goals, rules, regulations, procedures, strategies, planning, personnel assignments, and staff development.

Once you understand and believe that you can control your college's image, the question then arises as to how and where to begin to manage that image. Some image factors are not as easy to control, such as the economic environment; state and federal regulations; cultural and social changes; and political and legislative initiatives. But, the college can respond to the environment with planned strategies that either compensate or lessen the impact of negative factors, or further enhance positive ones.

Marketing Plan Process

A chart of the entire marketing process is shown in Figure 2. As president, your task is to support and encourage the marketing effort. One way to do this is to provide staff development to assist col-

FIGURE 2
The Community College Marketing Process



lege personnel in recognizing the important role they play in the marketing mix.

While working together at Jackson Community College, Michigan, we were given the assignment of developing a comprehensive, collegewide marketing plan process. After completing computer searches on the subject and examining hundreds of marketing plans from community colleges throughout the country, we concluded that the need for a short and simple process, one that would be easily used and understood, was apparent. Most plans we observed were disjointed, mandated, and rarely used as a strategic planning aid. Often, they were created as a kneejerk response to a negative trend such as enrollment decline.

Having taught marketing for many years, we confidently esti-

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mated that development of a comprehensive marketing plan process could take just a few weeks. It took approximately eighteeen months. But the process worked and continues to at community colleges throughout the United States. After using this process, revenues from contracted training in the Community and Business Services Division of Jackson Community College increased more than 500 percent, while revenue above expenditures increased by more than 800 percent from 1982 to 1986. The Downriver Campus of Wayne County Community College, Michigan, implemented this marketing plan process, and enrollment increased two consecutive semesters by 40 percent, ending ten years of decline. At Kalamazoo Valley Community College, Michigan, faculty morale rose dramatically in the Technical and Business Division following the development of complete marketing plans using this process. Credit hours in the division increased by 42 percent in 1989–90.

This marketing plan process yields significant, concrete results and is easily implemented throughout a community college. It starts with only one segment and then only one target within that segment.

Most people want to tackle the entire problem at one time. It is similar to the old adage, "How do you swallow a whole elephant?" The answer: "One bite at a time." But tackling all of our marketing challenges at once is generally not going to produce effective short- or long-term results.

A college marketing plan is the collection of many individual marketing plans. A marketing plan leads to the discovery of the mix of products and services that meet the needs of a specific target market. The most successful approach to developing a college marketing plan is to prioritize your target markets. It is important that these target markets reflect your annual objectives. Over several years, you build a number of marketing plans that can be modified and updated for use during future years.

There are many advantages to using the marketing plan process. A plan:

- Helps you to focus on one marketing challenge at a time
- Becomes a blueprint that college staff can use repeatedly
- Leads to a collection of individual marketing plans that in turn establishes a collegewide plan
- Provides for establishment and measurement of goals and desired outcomes
- Provides a vision, direction, and focus the president can use in the development of the strategic plan

The Step-by-Step Marketing Plan Process

Outlined below are the steps needed in developing a marketing plan for a community college. This look at the marketing process will serve as a practical guide in identifying your college's image and marketing challenges.

Step 1 Review the college annual strategic plan and select one strategic goal or objective to be used in the development of one marketing plan.

For example consider the following objective: By the end of the next academic year, increase the total number of students (head count) enrolled in the college's technical courses by 8 percent.

As president, you may suggest to the technical division that the faculty within each program work together to develop a marketing plan in partnership with college support staff. The chief marketing officer should act as the facilitator of this Marketing Plan Work Group and should direct the development of a written marketing plan for each program.

Thus, at the end of one year, your college would have a marketing plan for each of the technical division's programs, identifying the target markets with the most potential to enroll in the technical courses. For example, one of these technical programs is Plastics. The following assumptions can be made about the Plastics program.

1. A Plastics lab exists and is located in the single campus technical building complex.
2. The college campus is centrally positioned within the college's geographic service area.
3. The Plastics lab has the various equipment necessary for quality instruction.
4. Associate of applied science degree and one-year certificate programs in Plastics have been offered for the past five years. The curriculum has been reviewed on an annual basis by the program advisory board.
5. The advisory board has indicated the industry's support and suggests the college needs to target employees to encourage them to pursue further education.

Step 2 Identify the broad market segment and target markets with the demographic characteristics that best fit your selected objective.

For purposes of this example, the segment "Potential Students/Customers" was selected. The Appendix to this chapter presents a format for identifying this market segment and further defining its unique demographic and psychographic characteristics. The questions to ask are: What segment would have the greatest likelihood to respond to marketing efforts designed to achieve the objective identified in Step 1? What are the target markets within this segment? and What are the relevant demographic and psychographic characteristics of these target markets? Typically, the Marketing Plan Work Group will require between one and a half to two hours to complete the marketing plan process presented here. The group may include staff, faculty, and/or administrators from the Plastics program, as well as staff from the enrollment management, marketing, admissions and registration, student services, and counseling departments.

Some of the target markets that could be listed under the segment "Potential Students/Customers" are:

- Past full- or part-time students who completed Plastics-related classes
- Past full- or part-time students who completed general technical courses but did not declare a major
- Current full- or part-time students who are enrolled in general technical courses and who have not declared a major
- Potential students who are working full-time in the plastics industry
- Potential students who are working full-time in a technical field other than the plastics industry
- Potential students who are high school seniors

The target market selected for this example is "Potential students who are working full-time in the plastics industry." This target market was chosen because the Marketing Plan Work Group believed it had the greatest potential number of individuals who would or could be motivated to enroll in Plastics program courses.

Step 3 The next step is to identify and describe the demographics of the specific target market.

Demographic information regarding the selected target market can be obtained from several sources, including:

- Discussions of the members of the Marketing Plan Work Group.
- A formal survey sent to a sample of individuals in the target market population. For example, a mailing list of employees working in local plastics firms could be obtained from members of the Plastics Program Advisory Board.
- Focus groups composed of local plastics firm employees who agree to meet and talk about themselves.
- Secondary sources, such as human resource directors and trade publications.

The most complete and accurate source for demographic data would be the formal survey sampling of the target market popula-

tion. Surprisingly though, the Marketing Plan Work Group can provide fairly accurate demographic perceptions of various target markets. Later, in Steps 5–9, when more perceptual or psychographic information is needed, the best source would be a focus group consisting of the eight to ten target market individuals. Figure 3 presents an example of the demographics for the selected target market. Target market demographics may vary greatly from community to community.

Step 4 Through various formal and informal research methods, identify the psychographic characteristics or general perceptions/assumptions about this target market.

List as many perceptions/assumptions of the target market as possible. Relate your perceptions/assumptions of the target market to their thoughts on education in general; fears, hopes, and frustrations of student life; potential college courses, training programs, workshops, and services that might be of interest; self-concepts; family demands and responsibilities; financial concerns; expectations and demands from significant reference groups; and the various forms of communication from which they receive most of their information about their job. Specific examples of perceived barriers to college include low self-esteem, lack of information, lack of support groups, child care issues, financial concerns, role/schedule (time) conflicts, transportation problems, low perception of academic skills and abilities, etc. This is the step in which you attempt to walk in their shoes and better understand the real barriers to their furthering their education. An appropriately facilitated focus group session composed of a random sampling of target market members is one of the best research methods to use in gathering and verifying perceptions and assumptions about this group and can be a far more effective research tool than a formal survey instrument.

The following perceptions/assumptions were identified for our target market, "Potential students who are working full-time in the plastics industry."

FIGURE 3
Target Market Identification Form

Suggested Community College Segments

Consumer Demographics	Students/Customers Past	Present	Potential
Target Market Name: Individuals who work full-time within the plastics industry			
Age			18–45
Gender			65 percent male and 35 percent female
Residence			70 percent own home and live within 25 miles of college
Occupation			Machine operator, set-up operator, hopper feeder and handler
Income Level			Less than $15,000 annual income, including overtime pay
Education Level			75 percent have high school degree or GED; rest have neither
Family Unit			50 percent males married and 55 percent females married
Children (ages)			Average two
Diversity Group			18 percent minority, mostly Latino descent
Hours Employed			44 hours average per week
Student Status			Not enrolled
Reference Groups			Fellow workers and friends

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1. Desires increase in wages and, to some degree, advancement opportunities in job
2. Desires better understanding of their jobs and their supervisors
3. Nervous about going back to school since most have not taken a class since high school
4. Some are just scared about the equipment they operate
5. Work schedule does not always coincide with class hour offerings
6. Some have far distances to travel to go to work and/or school
7. Some employers give employees time off to attend training sessions
8. Most women, and some men, have child care problems that interfere with enrolling in classes
9. Many individuals have learning disabilities that caused them to perform poorly in high school and now have a fear of going back to "school"
10. Many are being forced to go back to "school" by the employer
11. Many are afraid friends may tease them about going back to "school"

Step 5 Product: Select the various college products and services that will satisfy the target market needs as identified in Step 4.

Based on the perceptions/assumptions listed in Step 4, the Marketing Plan Work Group should identify the target market needs that can be satisfied by the college. Begin by placing the perceptions and assumption statements into categories based on the marketing mix factors—product/service, place, price, and promotion. Use this categorization to determine what products and services should be offered, developed, or modified to meet the target market's needs.

For example, our target market needed:

1. Assurances that the training they receive will meet industry requirements and that such training will help them in their job

now, and also that they will have a greater chance of being considered for a higher-level job. The college will need to perform or update plastics industry job analysis and worker criteria to identify the technical skills, knowledge, and basic literacy skills required to perform in higher-level jobs. Additionally, the college will need to identify the type and nature of current and future equipment the employee is and will be expected to operate. For further insight into the future of the industry, it may be important to perform a five-year trend analysis.

2. "One-on-one" training with assurance that the instructor will help them through their problems.
3. Special support and encouragement to "jump in" and participate.
4. Coaching/teaching style of training. Instructors need to encourage participation of all students by reinforcing positive behavior and attributes. Lectures should be active and include demonstrations and class participation.
5. Career and personal counseling assistance prior to and after enrollment.
6. Availability of child care services.

Step 6 Place: Select the best place and time to have the products or services delivered to the targeted group.

In our example, we needed to:

1. Schedule training classes to fit work shift hours and changing work schedules.
2. Make child care available close to class.

Step 7 Price: Determine a fair price at which to offer the products and services.

In our example, we considered the following strategies:

1. Car pooling or public transportation available to minimize travel costs to class.

2. Lab fees kept to zero or as low as possible.
3. Instructional material cost kept as low as possible.
4. Financial aid or employer tuition reimbursement.

Step 8 Promotion: Develop and create a promotional campaign that will best communicate information about the products and services to the specific targeted group of customers/students.

We needed to communicate to our target market:

1. What courses are going to be made available and at what times.
2. Registration and admission processes.
3. Information about what financial aid programs are available to them.
4. Some understanding as to how they will be treated by instructors and other students. We needed to tell them that age will not be a hinderance to learning and that they fit the characteristics of the average student attending our college.

In addition to our target market, we needed to communicate to employers that the program training is relevant and practical and is based on their input. It was important to employers that such training help employees meet criteria for new job advancement possibilities and pay raises.

Based on the information gathered in Steps 5–8, the Marketing Plan Work Group must determine the promotion mix to best communicate with the target market. The promotion mix developed for our target market is presented below. Each promotional tool is listed under the major promotional mix subcategory. A percentage appears next to each promotional mix category suggesting the approximate amount of resources allotted to this promotional tool. Thus, the advertising category represents approximately 30 percent of the total 100 percent budgeted resources. This approach of identifying approximate percentages is a simple method to help determine your advertising budget. The percentages do not necessarily need to be

followed exactly; your marketing plan work group must review the list and percentage breakdown in relation to your local media costs, personnel resources, and other promotional costs. The promotional mix may vary at your college.

Category		
Advertising		45%
Publications, college literature	12%	
Direct mail	33%	
Personal selling		30%
Visits to business and industry	8%	
Individual meetings with students	10%	
Attendance at trade shows	12%	
Public relations		10%
Public service announcements	2%	
Society of Plastic Eng. newsletter	5%	
News release	3%	
Promotional display		15%
Mall displays	11%	
Other displays and open house	4%	

Step 9 Set up a database to track the effectiveness of the marketing mix.

Prior to implementing the marketing plan, be sure that your chief marketing officer and director of research collaborate and coordinate a tracking system to measure the promotional campaign's effectiveness. Such a system does not have to be complex.

Step 10 Update and revise the marketing plan as needed.

The final step of the marketing plan process is to update and revise the plan as needed. Your chief marketing officer can make notations as to the effectiveness of the campaign's implementation and recommend modifications to future efforts.

A Collegewide Effort

This chapter began with the premise that the president's understanding of the marketing process is important and integral to the planning, implementation, and achievement of the college strategic plan. While the president is considered the chief marketer, all employees must be actively involved in the planning, development, and implementation of the marketing plan—they must all be the marketers of the college. The president's responsibility is to provide the training to all staff so they have the knowledge to develop marketing plans.

The marketing process will generate success, but only with the absolute support of the president, who by example can set a campus environment that encourages using these tools. The marking plan process properly used will create a consistent image for the college, better serve the target markets identified, and create innovative strategies specific to the target markets' needs.

The president has a significant influence on whether the college moves toward its vision and mission set forth for the twenty-first century. Together, using marketing, all members of the college community can achieve that vision and mission.

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Appendix: Target Market Identification Form

SUGGESTED COMMUNITY COLLEGE SEGMENTS				
Consumer Demographics	Business and Industry	Public Private K–12s	Government and Nonprofits	
Target Market Name:				
Age				
Gender				
Residence				
Occupation				
Income Level				
Education Level				
Family Unit				
Children (ages)				
Diversity Group				
Hours Employed				
Student Status				
Business/Industry				
Type				
Industry				
Location				
No. Employees				
Expanding				
Downsizing				
New				
Primary Employer				
Secondary Employer				
Reference Groups				

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	Friends of College	Community Groups	Students/Customers		
			Past	Present	Potential

2

TQM and Marketing–The Same Approach?

By Linda M. Thor

"Total Quality Management is deceptively simple to define," claims Syracuse University Chancellor Kenneth A. Shaw. "It is a customer-focused approach that demands that we know exactly whom we are serving and why. Further, it asks us to change as directed by our customer's needs" (1993, p. 22).

Total Quality Management (TQM) is both a style and a philosophy of management that alters organizational culture and work processes. The heart of TQM, as stated by Shaw, is a commitment to the customer. TQM demands management by fact, dedication to continuous improvement, empowerment of employees to fix the processes, and focus on the mission.

The process of continuous improvement, according to Motorola's Bob Kenney, reduces to six steps:

1. Identify the product you create or the service you provide
2. Identify the customers for your service or product, and determine what they consider important

3. Identify your needs "to provide the product/service so that it satisfies the customer"
4. Define the process for doing the work
5. Mistake-proof the process and eliminate wasted effort
6. Ensure continuous improvement by measuring, analyzing, and controlling the improved process ("Stalking Six Sigma," 1992)

Therefore, the essential first steps of TQM are remarkably similar to implementing a marketing program:

- Identify your product or service to be marketed
- Identify your market
- Match your product or services to the needs of the market
- Determine your effectiveness

These steps are consistent with TQM's foundation Plan-Do-Check-Act (PDCA) model, developed during the 1920s by Walter A. Shewart, statistician at Bell Laboratories. The PDCA model instructs us to:

- Plan—adopt the new philosophy, identify an area of opportunity, define the process, and collect and analyze data
- Do—implement the plan (change)
- Check—measure and determine success
- Act—standardize and document the change (Quality Academy, 1992)

Rio Salado Community College, one of the Maricopa Community Colleges in Phoenix, Arizona, began implemeting TQM throughout the college in March 1991. Shortly thereafter the marketing function at the college was reorganized and refocused to be consistent with the new management philosophy. Some of our experiences in blending two approaches—marketing and TQM—are presented to illustrate the theory in practice.

PLAN: Adopt a New Philosophy

A college president contemplating the use of TQM principles in institutional marketing must take a leadership role to open the doors for actual measurement of performance indicators within the college by:

- Creating a constancy of purpose by involving your organization's customers, employees, and administrators in the development of a shared vision and mission within the college.
- Adopting a new philosophy in which quality becomes the preeminent concern. This philosophy must be extended to the entire college and to all vendors, advisory groups, etc.
- Committing to constantly improving your system of production and service by never accepting less than 100 percent error-free work; there is always room for improvement.
- Instituting extensive training for all employees in your college and providing such training in a vertically integrated, cross-functional manner.
- Breaking down barriers between departments to allow for the free exchange of information and ideas (Butterfield, 1991).

Beginning with these five actions and an understanding of the basic TQM principles, a college president can begin the process of developing a marketing implementation strategy consistent with TQM.

PLAN: Identify Your Product

What is the product of a community college? Is it students? Is it degrees and certificates? TQM expert Myron Tribus, speaking to the Maricopa Community Colleges in April 1993, succinctly narrowed the definition of a college's product to "our students' education." And is a student's education a product to be created or a service to be provided? Understanding your "product" is critical to both TQM and marketing.

Berry and Parasuraman (1991) draw appropriate distinctions between goods (products) and services. In the production of goods, the quality of the product is measurable, an important feature in TQM. The product can be held, admired, utilized, and tested for quality—superior production is vital to sustaining success. But in the delivery of services, superior execution is vital to sustaining success. The product defined above by Myron Tribus falls between these two—between goods and services—because a student's education is intangible and often difficult to measure or examine for defects. Her or his success in the marketplace may be measurable, but that success is detached from the education, and the public does not often draw such indirect connections.

There are further differences, of course, between a product and a service. Zemke (1992) developed a comparison chart of what he defines as the seven most critical characteristics (see Figure 1).

In the public's eye, colleges deliver services, not goods, in the guise of teaching, learning, certificates and degrees, and general education. And when your product is "service," then the quality of your service is essential to a robust and healthy business. Berry and Parasuraman (1991, p. 4) use several examples to show that "cutting-edge services marketing is less the slick and fancy, and more old-fashioned virtues such as caring and common sense." These examples "illustrate the importance of customer-friendly services designs" and that "everyone performing a service is a marketer." And, here again, TQM and marketing meet with common characteristics.

PLAN: Know Your Customers and Their Needs

In TQM the focus is the customer. In the case of colleges, the primary customer is the student, and potential customers can include all individuals within the college's target population, possibly defined by geography, age, educational goal, etc.

The first step in customer needs identification is the gathering and assessing of data. To develop a customer-focused approach to

FIGURE 1

PRODUCTS	SERVICES
1. The customer owns an object.	1. The customer owns a memory. The experience cannot be sold or passed on to a third party.
2. The goal of product producing is uniformity—all widgets are alike.	2. The goal of service is uniqueness; each customer is "special."
3. A product can be put into inventory; a sample can be sent for the customer to review.	3. A service happens in the moment. It cannot be stockpiled.
4. The customer is an end user who is not involved in the production process.	4. The customer is a coproducer who is a partner in creating the service.
5. One conducts quality control by comparing output to specifications.	5. Customers conduct quality control by comparing expectations to experience.
6. If improperly produced, the product can be pulled off the line or "recalled".	6. If improperly performed, apologies or reparations are the only recourse.
7. The morale of production employees is important.	7. The morale of service employees is critical.

Source: Zemke, 1992.

marketing, colleges must develop methods to understand their previous and current customers and to gauge the depth of interest and awareness among their potential customers—anyone who is not currently a student within the geographic service area of the particular college.

At Rio Salado Community College, we use fourteen different collection instruments throughout the college at least once each year

(see Figure 2). Some of these instruments, such as our customer surveys, are administered three times every year. But our marketing strategy is mainly based on information gathered through focus groups, customer or student surveys, telephone inquiry source identification, and general student demographic information from various sources.

Using demographic and satisfaction data compiled as indicated in Figure 2, the marketing department develops advertising styles, methodologies, and placements to concentrate on those areas of previous success and those areas of greatest opportunity. However, the demographic statistics provide only one side of the customer satisfaction equation. The other component necessary to complete the picture is the emotional or personal information from past, current, and previous customers that can be obtained through focus groups, advisory groups, and general public comment and response.

At Rio Salado recent focus groups composed of current students that were randomly selected but demographically balanced provided insightful information for the college TQM Steering Team. In developing the focus group guides, the marketing department worked closely with the college administrative team, who subsequently observed more than four hours of student focus groups from behind one-way mirrors.

While focus groups do not provide empirical data for decision making, they are a helpful tool in "measuring" the image of a college and for ascertaining student response to college activities. Listening to students without the ability to answer back or to alter their statements provides an administrator with a clear statement of "truth" from the student viewpoint. And since TQM is customer focused, this mustard seed of truth is helpful in determining marketing directions, when coupled with the demographics gathered through other means. As Wilcox and Gorski state, a "college's identity consists of what it actually is. Its image is what people perceive it to be. A college has only one identity, but many images" (1989, p. 76).

FIGURE 2
Data Collection, Frequency, Utilization

Type of Information	Data Source	Frequency	Information Used for/to:
Customer Demographics	Customer Surveys Registration Forms	3X per year Continuous	Strategic planning, course delivery, student services, marketing placement
Customer Goal Satisfaction	Focus Groups Customer Surveys	Annual 3X per year	Identify areas for improvement; critical process teams; determine marketing emphasis
Instructor Evaluations	Course Evaluations Peer Group Evaluations	Continuous 2X	Identify areas for improvement; determine supplier quality
Internal Customer Feedback	Internal Customer Comment Cards	Continuous	Determine areas for process improvement and customer satisfaction
Number of Students/ Customers by Program	Data Book	Semester	Determine resource allocation; determine marketing emphasis
Course Completion Rates	Admissions and Records	Semester	Assess student achievement
Employee Empowerment/ Satisfaction	Employee Survey	Annual	Determine areas of concern for improvement; assess internal climate; determine training/ development needs
Marketplace Success of Graduates	Graduate Survey	Annual	Determine program satisfaction and compatibility with job needs; design marketing emphasis based on success

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By combining the quantitative data from measurement instruments with the qualitative data from focus groups, a college begins to build a clearer image of itself from the community viewpoint. By coupling all of this information with other qualitative data from community advisory groups and community contacts, a complete assessment of community needs and perceptions of college abilities can be developed for use in preparation of an in-depth marketing plan.

DO: Product Focused on the Customer

The next step is to match existing or new products and services to the needs of the customer. Based on customer feedback and community demand, Rio Salado has developed many special programs to meet specific customer needs, such as the Program for Adult Student Success (PASS) and the Chemical Dependency Program. PASS was a direct response to the identified student need for a schedule that would allow students to work full-time, maintain a viable family life, and still get their degree in two years. Through compressed scheduling and the use of weekend and evening block classes, Rio Salado developed and implemented a now highly successful program in which students working full-time can dedicate one evening per week and every other Saturday to classes and complete their associate degree in two years.

The Chemical Dependency Program was created to fill a need identified by an advisory committee—the need for more paraprofessionals in the field of mental health counseling dealing specifically with chemical dependency. Because the program is meeting community-identified needs, employment of graduates is almost guaranteed.

CHECK: Testing Media Markets

But even with the gathering of data as outlined above, marketing can still miss its intended target audience. So to ensure, or at least

confirm, that the college advertising and marketing effort is making an impact, Rio Salado instituted an additional data collection instrument to identify student inquiry sources. In other words, how did the student hear about the college? What type of advertising and what medium caused that student to inquire about our college?

Using this information, the marketing department has begun to review its allocation of resources and to consider some new approaches to the marketing effort. Traditional marketing efforts used direct mail, electronic advertising, print media, and the Yellow Pages. In testing those media markets through the student inquiry source tracking system, Rio Salado discovered that only 16 percent of potential students contacted the college because of information received through those sources. With 28,000 students annually, 16 percent is still a major portion. But 22 percent contacted the college because they had picked up a college schedule or catalog in one of 592 public distribution points throughout the county, and an amazing 34 percent initially contacted the college because of a referral from a former student. Having gained this information from customers, the college marketing department had to reconsider its approach to information dissemination.

Once again, coupling the statistical data gathered from a research instrument with the qualitative data gathered from focus groups, the marketing department began to explore so-called word-of-mouth marketing.

Wilson (1991) describes the "Talk Factor" as a major component of a word-of-mouth marketing pyramid that converts to positive comments, interested prospects, and satisfied customers. As the college examined the implementation of a word-of-mouth marketing blitz, we found that, once again, the simple rules of TQM came into play. The continuous improvement approach of TQM, the use of data, the creation of measurable and attainable objectives, and the need for strong leadership and vertically integrated efforts are all factors outlined by Wilson for a successful word-of-mouth marketing approach. Based on TQM principles with directional assistance

from Wilson (1991) and empirical data gathered by Rio Salado, new efforts are being made to use the advertising outlet that has worked so well in the past and to capitalize on that outlet—former students. Through the use of an expanded newsletter that gives more information about upcoming classes and events, alumni now receive more information that can be passed on.

In addition, former students and current students who refer a student to Rio Salado will now receive a Rio Salado water bottle from the college in appreciation of their referral. Every student who calls will continue to be asked how they heard about the college as part of our ongoing tracking system. If they answer that a former or current student referred them, they will be asked for that student's name, and that student will receive a postcard thanking them and informing them of their free gift. The cost of a water bottle is $1.27. The cost of one radio commercial can reach $200, and the cost of newspaper advertising can be $3,200 per ad. The cost-effectiveness of this program is obvious.

ACT: Product Reinforcement

Even though Rio Salado prides itself on meeting identified needs and gathering information from customers and the community for strategic planning purposes, we cannot ignore those individuals who are currently customers—students—or those individuals who were recently customers—former students.

In late 1992 we identified a significant reduction in the number of students who re-enrolled from semester to semester. Using a volunteer effort among employees, we created the Rio Salado Volunteer Fire Department and attacked this problem. In January 1993 employee volunteers called every student who had been enrolled at Rio Salado during the summer or fall of 1992 and had not yet registered for the spring 1993 semester. We identified ourselves, told them we had noticed that they had not yet registered for spring, and offered our assistance in registering them or helping them find the appro-

priate course. The student response was exceptionally positive. More than 12 percent of the students contacted registered for the spring semester and continued with Rio Salado. The best summary of our customers' response to this effort is contained in the words of one student: "No one from a college ever called me before and asked if they could help me." But the marketing efforts don't stop with maintaining customers who are in danger of leaving the college. Rio Salado is currently developing ways to work with alumni in programs ranging from assisting students to advising on strategic planning.

Rio Salado's marketing efforts are continual—getting customers in, providing them assistance to retain them as customers, getting them back when they are in danger of leaving, and keeping them informed as alumni so they can refer new customers to our college.

The President's Role

The community college president must set clear expectations and standards. There is no excuse for not providing excellent service to college customers. The president must commit to quality by making available the resources to support it, including training, communications mechanisms, and a caring environment.

The president must set the example for all employees to follow. Spend time with customers, both internal and external. Participate in all the training offered to employees. Personally respond to complaints as often as possible. Pass on kudos to the specific employee doing a good job. Institute a rewards and recognition program that is tied to quality service for customers.

Horovitz and Cudennec-Poon (1991) state that all activities of an organization must "focus your efforts by caring about your customers and employees." Customers and employees are linked in TQM, and marketing efforts must appreciate that linkage. Satisfied employees make for satisfied customers. The care shown to customers must also be shown to employees, who are internal customers of the organization.

Every employee and every customer are part of the marketing effort. Just as TQM requires vertical integration, cross-functional opportunities, and organizationwide commitment to quality, marketing is not an activity or a division or an office. It is an ongoing style and a permanent process built on quality service and satisfied employees.

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troduction of Total Quality Management principles in community colleges, she serves on the Governor's Advisory Council on Quality and is a charter member of the Continuous Quality Improvement Network for Community and Technical Colleges. Rio Salado Community college was the recipient of the Arizona Governor's Award for Quality/1993 Pioneer. Thor began her community college career as a public information officer, and for six years she served the Los Angeles Community College District as director of communications services.

3

Access and Image Assessment

By Richard Fonte

A COMMUNITY COLLEGE PRESIDENT IS FREQUENTLY called upon to communicate the college's effectiveness. This appraisal is especially sought by external audiences such as state officials, legislators, accreditation bodies, and local tax payers, along with current and prospective students. Because of their different levels of interest, these external "publics" develop their opinions concerning the college through separate communication "exchanges" with and from the institution (Kotler, 1975).

Marketing and image research assists the determination of whether each of these critical audiences perceives responses to their concerns as adequate. Such analyses can aid the college president in coordinating a communication strategy that better addresses the questions of various college "customers."

The Relationship of the Access Mission to Marketing

Providing postsecondary programs meeting the needs of a local area, and making these programs accessible to the general public, is

a defining characteristic of two-year colleges. In marketing terms, this is called "positioning" the college toward its local market (Kotler, 1975, p. 110). Positioning is expected for a productive community college. Customer research is critical to proper positioning.

The 1947 Truman Commission report, *Higher Education for American Democracy*, endorsed the principles of access for nontraditional students, local community orientation, and multiple community college missions. The report recommended:

> The name, "community" college,... Its dominant feature is its intimate relation to...the community it serves,...its purpose is to remove geographic and economic barriers to educational opportunity...and develop individual talents at low cost and easy access (President's Commission on Higher Education, 1947, pp. 5, 67–68).

There is an close relationship between marketing and effectively fulfilling the community college's access mission. Kotler and Fox (1985, p. 10) state:

> A *marketing orientation* holds that the main task of the institution is to determine the needs and wants of target markets and to satisfy them through the design...and delivery of...programs and services.

Critical Effectiveness Questions

The data generated by most community colleges could easily overwhelm a president seeking a concise way to evaluate public image. Rather than quantity, presidents must have information that answers basic effectiveness questions, such as:

- If *access* is part of your mission, are you adequately serving and meeting the expectations of key subgroups of your area, especially of those who might not otherwise be served?

- If *transfer* is part of your mission, what is your transfer rate?
- If *career occupational education* is part of your mission, how many students obtain jobs in areas in which they were trained, and are employers satisfied with these "products?"
- If *remedial education* is part of your mission, how many students are eventually successful at "college-level work?"

Marketing and Access Research

Marketing research focuses on the effectiveness of the access mission by examining factors related to enrollment trends and customer expectations and satisfaction. Research subjects include students as consumers (both current and potential) and those groups (or "publics") who closely influence student decisions to enroll at a college, such as parents and high school counselors. While student expectation and satisfaction data are important to assist the development of a marketing strategy, the key starting point in student recruitment market research is the analysis of the enrollment market share achieved for particular subparts of the population within a college's service area.

Access research is incomplete, however, unless student achievement based upon educational expectations, rather than mere enrollment, is also documented.

Market Share Analysis

An essential type of access research is market share analysis. For community colleges, market shares are generally developed for high schools and key geographic and demographic breakouts of the college's service area.

High School Analysis. High school market share data is readily available from college internal records and local high school information. The review compares the college's entering fall share of the first-year students from high school A, high school B, and high school C (the numerator) to the total previous spring graduating class from

those respective high schools (the denominator). This data should be compared over time, such as one- and three-year intervals.

Since market share will naturally shift each year based upon general enrollment fluctuations, it is critical to compare market shares from particular high schools to the overall average market share from all high schools feeding into a college. For example, the average market share from all high schools might be 33 percent of a graduating class, but the market share for a particular high school might be only 25 percent. An effectiveness goal could be to close that gap, that is, to achieve a market share closer to the college's average of 33 percent.

Parnell (1985) focused attention on community colleges' fulfilling the access mission by exercising a responsibility to serve the middle two quartiles, the so-called "neglected majority" of high school students. Prior to the existence of community colleges, these students would have had little chance to enter higher education. Achieving this mission suggests an effectiveness criterion of reviewing market share information by high school quartiles. That is, if the market share of the middle two quartiles of students from any high school is compared to college average from the middle quartiles, a college could evaluate its success in attracting such students from a particular high school. Obviously, a college seeking to assess its effectiveness in reaching top quartile students could also use this approach.

Comprehensive high school market share analysis should also consider several other key variables, such as success in recruiting minority students. Is your minority student share representative of the graduating classes of your local high schools?

Geographic Segmentation. Geographic market share analyses can also be gathered from secondary sources such as college records and census data. They are based on some geographic segment relevant to a particular college (county, city, zip code, etc.) for which there is both census data and college data. The numerator of these equations will be the college student totals, while the denominator will be census data.

Geographic market shares are generally expressed as percentages. The market share achieved within a particular geographic segment should be compared against the overall market share of the over-18 population. Geographic segments with low market shares or percentages should trigger a special presidential review.

Demographic Segmentation. A comprehensive analysis of enrollment trends should also focus on those segments over which the college marketing efforts might have influence, including gender, ethnicity, age, and educational achievement.

Each category should be examined in a matrix against the others. That is to say, gender should be broken out by ethnicity and age. Secondly, each of the major segments should be classified by transfer versus occupational students and also by part-time versus full-time. The marketing research in each case should provide a current year profile and a comparison to a prior year to identify enrollment direction. A variety of computer software packages can make this analysis easier. Supplemental graphic displays such as bar charts, pie charts, and trend line graphs can make such reviews more understandable.

Target Market Focus Group Analysis

Market share research will identify key population groups representing the most significant trend changes. Focus group interviewing will help the college further explore enrollment shifts. For example, if the market share analysis revealed that women in career occupational courses, attending part time, had demonstrated enrollment increases well above average, a joint interview of eight to ten students could assist most colleges in understanding why this movement might be happening and how this group could be further expanded through promotion. Since focus group research is relatively informal, most community colleges should be able to undertake this relatively simple form of research. Most such interviews last less than two hours and work from a broad set of general questions.

Customer Survey Research

Survey research is sometimes considered beyond the resources of many community colleges, but colleges should not accept this assumption. They must, in fact, be able to carry out some forms of this type of research.

Institutions willing to purchase standardized surveys from outside associations or vendors can engage in quantitative research at affordable prices. A good example of such an information tool would be the "Student Reactions to College Survey" of the Educational Testing Service. This survey focuses on "current customers," that is, students, and provides important information to assist promotional planning efforts.

Obviously, to the extent that greater financial resources are available, survey research can be conducted through the help of outside consultants using phone polling. Market surveys have been used to identify adult educational needs. Carol Aslanian and Henry Brickell (1980) warn, however, that "need" and "interest" surveys overestimate what adults will actually do.

On the other hand, quick reaction "image research," measuring "first impression" or college customer service as required by Total Quality Management analyses, frequently uses in-house surveys. Macomb Community College, Michigan, uses an "ABC" grading system to allow student users and the public to evaluate a list of college services. Many direct-consuming educational "publics," such as students, are more than willing to give the college a grade (Suskie, 1992).

Informal and Formal Image Research

Image research is aimed at determining awareness and impression. Do key publics have a favorable impression of the college, or have they moved toward a more favorable impression? Such research will generally use a combination of informal interviewing, structured interview focus groups, and survey techniques.

One-on-one interviews and broadly structured focus group interviews with key or representative persons of a target public are pri-

mary methods of image information gathering. The interview should attempt to establish first an awareness or knowledge level of the college and, secondly, the performance level. Sometimes, it is as important to determine that a key public has little awareness of the college or the college's role concerning a particular function—and therefore no image—as it is to determine that it has a "poor" image.

Community colleges thinking about image research should consider purchased survey tools. Instruments such as the Community College Goals Inventory (CCGI) from the Educational Testing Service can determine the extent that community college goals are being met and the gap between current achievement and a preferred status. The CCGI has frequently been used in preparation for accreditation self-studies. The instrument can also be used with external publics.

Communication Challenges to the Community College Image

In the so-called golden age of community college growth in the 1960s to mid-'70s, upward trends in enrollments and a positive image were linked. Market share analyses demonstrating increased access by nontraditional students were used to project a favorable image for community colleges.

As we entered our current era of community colleges, a rise of critics (Brint and Karabel, 1989; Dougherty, 1992; Lee and Frank, 1990) led to a demand for greater accountability from community colleges and for research demonstrating achievement beyond access alone. In fact, the critics suggested that the image of "access" was a myth, especially for minorities.

Palmer (1993) has suggested that community college effectiveness measures can be divided into two categories. First are those that assess student achievement of "prescriptive and scholastic" objectives such as degree attainment, transfer, or job entry. Second are assessments that measure achievement based on student intention and the "responsiveness" of the college to fulfilling these goals.

University-based policy researchers have focused heavily on the scholastic role of community colleges. Despite the multiplicity of community college missions, many researchers have advanced the primacy of assessing only one scholastic objective—transfer—as a proxy for all others.

Clearly, presidents need to communicate achievement far beyond the enrollment growth or input side of the access mission. Student outcome information does influence the image of the college with key publics. Rather than searching for a single indicator to demonstrate community college effectiveness, student scholastic attainment in each of the basic missions should be documented. No appraisal of outcomes, however, could be complete without consideration of student intent.

Presidents understand that not all statistics will be relevant to all the constituencies seeking data on the college. The president must consider the importance of communicating appropriate information to each constituency. Any evaluation measure should have specific characteristics that are a fair representation of a particular mission or function. A selected benchmark should not crowd out or overlap a key indicator of another community college mission.

Communicating Transfer Effectiveness

General communication of a successful image of the transfer function could well be undermined if inappropriate or overlapping measures are used. Because many community college students have neither the preparation nor the intention of transferring to a four-year college, it would not be appropriate to employ a transfer rate that placed all students into a single pot, that is, the denominator of the transfer rate. Presidents should determine whether the transfer rate used by their college communicates clearly what percentage of students transfer from their institution out of a pool of those (1) whose academic preparation actually involved transfer courses, and (2) who "intended" to transfer.

A 1991 analysis by Norton Grubb of the national studies of both the high school class of 1972 and 1980 found considerable difference in the transfer rate if career vocational students were sorted out from "academic" baccalaureate students. Academic students had a average transfer rate of 33 percent, approximately 9 percent higher than the total group average (24.7 percent), which included career vocational students. Research in Illinois (Illinois Community College Board, 1992) has demonstrated that higher transfer rates occur for those who indicate an intention to transfer than for those who do not so indicate. Using the entering cohort of 1986 Illinois community college students with twelve or more nonremedial hours, 41.6 percent were successful transfer students if they were (1) enrolled in baccalaureate courses, and (2) indicated an intent to transfer. Similar results were found in Maryland (Clagett and Huntington, 1992).

Why does the transfer rate definition matter? It is precisely when the rate is used to communicate effectiveness that careful consideration must be taken to assure that the assessment indicator is a fair portrayal of the transfer activity. As Nettles (1990) suggests, rates will be used as institutional report cards. Therefore, presidents need to select carefully the numerator and denominator of the transfer equation.

Communicating Career Occupational Effectiveness

The passage of the federal Student Right to Know legislation mandated reporting of "program completion rates" of full-time students beginning with the fall 1991 cohort. Since these rates will be widely reported in the media, program completion rates could easily become a major public effectiveness yardstick for both the transfer mission and career occupational students. The rate, unfortunately, is an overly comprehensive single indicator and, at the same time, limited to only a portion of the community college population, the full-time students.

While allowing successful "transfer" to count as program completion, it does not allow "job placement" to count as a "successful" outcome.

Obviously, many career occupational students enter community colleges without a degree goal as much as with a job placement intention. The overwhelming majority of career occupational students leave the community college without attaining a degree. The exception is in the health-related areas, where state licensing and the full-time nature of the curricula would make the program completion rate a reasonable standard.

A more accurate performance measure would focus on whether the job placement or job upgrade intention of an entering or leaving student was achieved within some reasonable time period. Occupational follow-up studies have generally focused on those who have left the institution. Follow-up surveys should be extended to many more students than graduates. Perhaps a threshold of hours taken, such as twelve occupational career hours, could be used to trigger such analyses. Both student leaver satisfaction and employer satisfaction surveys are additional gauges of program success.

Communicating Remedial Program Effectiveness

Remedial education is a significant mission of most community colleges, although some colleges may downplay their depth of institutional involvement and commitment. At a postsecondary institution, remedial education is not an end in itself. Such courses, frequently named "developmental," are preparatory to college-level work. Therefore, a somewhat embarrassing situation exists for community colleges, where the percentage of remedial courses can represent an image problem.

Moreover, the general public and critical key publics are usually aghast at statistics on the percentage of entering students who test into developmental classes. In fact, findings that demonstrate how access is available to those who might not otherwise be allowed to

participate in higher education may not be image enhancing unless positive outcomes are associated with those granted such access.

The positive and demonstrable outcome is the percent of students who are eventually successful at "college-level work." A second statistic might report the percentage of college-level students who were formerly developmental, who are receiving "successful" (A, B, or C) grades in college work. The second benchmark will probably convey a higher percentage than the first, but both are equitable portrayals of the remedial function at a institution.

Communicating a Positive Image

A regular annual public effectiveness report could be a proactive component in a communication strategy that provides accountability and regular contact to the college's many interested publics. A public accountability report should describe progress on the college's priority mission. Such a summary not only would provide evidence of the success of the input and responsiveness side of the access mission, but also would document student achievements that enhance the public image of the college.

Because of the complexity of the interaction between multiple publics, Alfred and Weissman (1987, p. 7) suggest that "image" is resistent to change and "cannot be transformed by a single positive or negative image-producing incident." The importance of research in helping community colleges systematically project a sustained positive image in their local communities is evident in such an environment. A public accountability report may be one vehicle to regularly communicate with key publics.

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4

The President's Role in Governmental Relations

By Ronald J. Temple

MASTER THIEF WILLIE SUTTON ONCE WAS ASKED why he persisted in robbing banks. His notorious reply: "Because that's where the money is."* Although our motives and methods are usually more honorable, community college presidents share something with Willie: we know where the money is. For public institutions, that is the coffers of local, state, and federal governments.

In the relationship between the community college and local, state, and federal government agencies, the college president serves in two capacities. The president must, on one hand, understand the connection between societal needs, public policy, and the educational services the community college can provide; on the other, the president must be able to communicate to legislators, with a convincing clarity of vision, the social and economic realities embedded in those connections.

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*With thanks to George B. Vaughan, who cited this anecdote in *The Community College Presidency* (1986).

To examine this relationship, let us begin with an observation: while legislators are not educators, few ever deny the importance of providing affordable postsecondary educational experiences to their constituents. Yet while this is certainly true, community college presidents typically find resistance and sometimes even outright refusal to fund our enterprises at necessary levels. We find our activities competing with keeping libraries open, running summer recreational programs, hiring more police officers or firefighters, and similar services. The reason is simple. What these services have in common is that they give the legislator the appearance, if not the reality, of providing an immediate increase in direct services to his or her constituents. Given this, we can see why the struggle is often so hard and why carrying our message with academic vigor and political skill is so essential.

The Local Level

One significant problem that the community college president encounters with all three levels of government is related to the physics of sound: the farther away from the source of the sound, the fainter the message. In dealing with local governmental officials, one's voice can generally be heard clearly. As a result, shouting, while not always ineffective, is seldom necessary and, as in any close relationship, seldom desirable. What is necessary, however, is to ensure that the message carried to the local administration is not a single voice; i.e., the message cannot be carried solely by the president. This requires fostering strong alliances both externally and internally to bring the community college message to locally elected officials.

As an early priority, the president must court the business and corporate community. Business leaders can provide invaluable support not only locally, but at all three levels of government. At least one set of keys that opens the vaults at each level is in the possession of those who have the most pragmatic interest in a well-educated work force. What these leaders say is clearly worth hearing.

What are they saying? A recent Eastern Pennsylvania Delaware Valley Community College Marketing Groups Forum, "Developing the Work Force: Business, Government and the Community College," brought together community college presidents, administrators of centers for business and industry, and marketing and public relations professionals. Leo Beebe, chair of K-Tron International, spoke of the importance of quality employees, who result from quality graduates. He stressed the importance of teaching teamwork and strong work ethics. For business to prosper, he argued, education must be flexible and accessible. As he commented, "Our current employees need to learn faster, better, and cheaper, and this is the challenge to community colleges."

Jan Abrams, Delaware director of recruitment, education, and training, spoke to the effects of the economy on educational partnerships. She emphasized the need for training in the already existing work force, noting that "75 percent of the work force for the year 2000 is already in the [job pool] and does not have the basic skills necessary for success, [and that] community colleges have an opportunity, due to their flexibility, accessibility, and expertise, to help these individuals."

Abrams's remarks, especially the alarming statistic that the preponderance of our existing work force may lack the basic skills necessary for future success, speak directly to a recent article by Peter Drucker in the *Harvard Business Review*. Drucker argues that we are entering what he calls "The Knowledge Society, where...knowledge is the primary resource for individuals and for the economy overall" (1992, p. 95). While Drucker's focus in that article is on organizations, he asserts that in the future (which seems increasingly to be the present) capital will be understood as the knowledge that workers own (p. 101). Of course, educators in general and community college educators in particular have always understood the connection between knowledge and economic value. Yet today, prompted by unprecedented competition from abroad, the world of business is more aware than ever before of the need to go beyond simple training. In-

creasing numbers of business and corporate leaders are calling for the work force at all levels to be more broadly educated.

If Drucker is correct, and all signs seem to suggest that he is, then it is the responsibility of the community college president to anticipate the increasingly crucial role of community colleges in preparing this work force of the future. The president must convey to legislators a key point: community colleges are the institutions most accessible to the majority of the work force. The local, state, and national economy will most certainly suffer in the fierce economic cauldron of the future if community colleges are not supported now. To convey this message, especially at the local level, it is essential that the community college president have strong, vocal allies from business and industry. Business leaders, with few exceptions, understand viscerally the growing importance of a more broadly educated work force. They can be and often are enthusiastic spokespersons for the role community colleges should play in providing workers for a world that will change dramatically by the first quarter of the next century. It is their voices along with those of the president that will successfully alert legislators at all levels of government to the community college as a powerful instrument in addressing the intersection of social and economic problems facing our communities.

Although support from the business and corporate worlds is essential, the community college president must also take advantage of other professionals both in the community and at the college. Certainly among the most important relationships a president can cultivate is one with the editors of the local newspaper. Education is always a popular subject of public debate. Given a good current knowledge of the institution by the editors, a well-run community college can generally expect enthusiastic cooperation from the local press. This leads to a key point: the influence of newspapers may well be overestimated by those who run the newspapers, but that influence must *never* be underestimated by community college presidents. Newspapers may not be the final arbiter of public opinion,

but what is printed in them is read by public officials and can sometimes be decisive.

In addition to the business community and newspaper editors, the community college president should value connections with professionals in a wide spectrum of fields. Lawyers, medical professionals, and other outstanding community members should also be solicited to serve on advisory boards. For example, the creation of a new paralegal curriculum should most certainly occasion a few phone calls from the president to prominent local lawyers with an invitation to lunch and a request to serve on the curriculum's advisory board. Very often, when the president of a community college cannot personally reach a legislator, a friend of the college can.

Internally, many colleges have faculty members with broad influence in the community. Faculty are usually more than happy, if asked, to use that influence to assist the college in its dealings with legislators. In addition, the president should not hesitate to ask faculty and staff, regardless of their direct influence, to form a lobbying body in terms of letters, telegrams, and personal visits to the chambers of local governing representatives.

The most effective lobbying group the community college president can cultivate is the past and present student body. Whether the college is a small one with only a few thousand alumni or one that has served hundreds of thousands of students, a strong alumni association supported directly by the president's office can be a force that a wise college president can marshal and that only a foolish elected official would dare ignore.

The State Level

While hailing distances to the capitol are greater than to city hall, the message is generally the same: economic development. And as it happens, in this respect there is one advantage to difficult economic times: the air seems thinner and certain sounds seem to carry farther.

At the state level the merits of most budget or other proposals from a community college often arrive as part of a general din of sound. The community college's message competes with that of state-funded four-year institutions and a broader base of funding constituencies that are seeking the legislators' attention. The question becomes: What can the college president offer as a compelling argument that the community college's functions intersect with public policy issues? In short, how can the community college create a sound that carries through the noise? The point we must convey to state legislators is very much the same as that we put to local government: Our nation is going through an evolution as profound as was experienced when the United States moved from an agrarian economy to one based on industry. No institution other than the community college is appropriately positioned and designed to train and retrain a work force for this new economy.

Excellent articles are appearing every month that can provide details to buttress such presentations. In a February 17, 1993, essay in *The Philadelphia Inquirer*, Ted Hershberg, professor of public policy and history at the University of Pennsylvania, recounted the following:

> In 1983 American 17-year-olds ranked seventeenth in comparisons among students in 20 developed nations. In 1988 despite a one-third increase in spending per pupil in the intervening years, the International Assessment of Educational Progress reported that our 17-year-olds ranked last among the 20 developed nations.
>
> The good news is that the top 10 percent of our 17-year-olds lagged *only* marginally [italics mine]; unfortunately, the remaining 90 percent failed to reach the median scores of their peers in the other nations.

In the same essay Hershberg goes on to write:

> ...with between 66 percent and 85 percent of the jobs in the year 2000 requiring some form of postsecondary or technical

> training rather than a college degree, America must create a vast network of technical institutes and apprenticeship programs and hold in higher regard those students who enroll in them.

The message we need to communicate to state legislators is that the institutions for creating this vast network already exist and are already generating programs that anticipate the profound changes going on right now in our economy.

Of course, while difficult economic times can be of benefit in gaining the attention of legislators, such times also cause problems. Public resources shrink, and demands for public accountability multiply. This is especially true at the state level. Usually, local officials can readily see the benefits of funding community colleges, but state legislators, many from areas that are not served by community colleges, need to be enlightened—and the task must be approached with the understanding that simple testimony and anecdote will most likely fall on deaf ears.

It is in this area where the community college president faces the most formidable challenge. Credibility of performance should never be an issue. But, unfortunately, community colleges have no single, simple measure by which to demonstrate their success. We surely must not be measured solely by degrees conferred or transfers completed. Yet it is exactly these standards by which community colleges are often judged, especially by those who see no other benefit to their specific constituents or who do not understand the role of community colleges in the larger economic picture. Thus, the challenge for community college presidents is how best to communicate that which we know so well. The vast majority of legislators are careful, concerned citizens who wish only to do their best for their constituents. But they are not educators. While they recognize the importance of education, they often think it "abstract" in comparison to the day-to-day issues that are commonly ground out in state capitol politics. Given this, it is usually a mistake to simply describe for

legislators what seems so obvious to us. It has always seemed important to me to remember that, while my friends in the social sciences are certainly correct that research and data are the tools best suited to convince, my friends in the humanities are equally correct when they note the importance of gauging an audience. In addressing state legislators, then, it becomes especially important to know the issues most important to them and how those issues are directly addressed by the community college.

The Federal Level

The federal government is, of course, much more problematical than the local or state branches, if only because community college presidents, except as part of large lobbying efforts, usually have limited access to federal legislators. However, especially now when federal leadership appears to understand the magnitude of economic shifts in this country, we should lobby more energetically for recognition of community colleges as the institutions already in place and fully staffed to provide the country with the services necessary to train and retrain the "knowledge workers" referred to by Drucker.

Of course, community college presidents must have a voice with which to lobby. Certainly none is potentially louder than that of the great number of baby boomers. Many of that generation will be looking for second and even third careers as they approach what used to be considered retirement years. Baby boomers are and should continue to be a major constituency for community colleges. As noted by Francis G. Caro and Robert Morris (1992–93), as projections of better health care, longer life, and economic concerns change the usual picture of early retirement, many older workers will be looking for opportunities to upgrade job skills or enter new fields. Caro and Morris note, too, that as "the pool of young people entering the work force [shrinks], some labor economists project that when economic growth resumes, demand for older workers

will substantially increase" (p. 22). Community college presidents must not only anticipate this new constituency with programs and curricula that will meet their needs, but they must also recognize what a powerful force this burgeoning section of the population can be in gaining the attention of legislators. Baby boomers, as we all know, have never been shy about urging their needs onto the consciousness of legislators.

In addition to lobbying, community college presidents must be prepared to work with opportunities that arise quite apart from their own efforts, moving aggressively to obtain resources made available through new federal funding priorities. For example, President Clinton's plan to add $8 billion to the federal Head Start program will most certainly contain money to fund increased training for child care workers. Presently, according to Ford McLain of the Washington-based Council for Early Childhood Professional Recognition, "At least 100 two-year schools train child care workers for the Child Development Associate (CDA) credential, a preferred symbol of expertise in the industry...[and] by 1994 every Head Start classroo[m] must have at least one teacher with a CDA or [its] equivalent..." (Devarics, 1993, p. 7). Clearly, community college presidents must always be prepared to take advantage of such legislation, whether they have been directly part of it or not.

While local and state representatives have regional concerns foremost in mind, federal representatives should be more amenable to the benefits of the vast potential inherent in the community college system. Clearly, as the economy evolves and in some instances recreates itself, the community college system should increasingly be recognized as a vital resource for the nation.

In addition to the message of the community college role in forwarding the nation's economic goals, the president must communicate the vital role community colleges play as access points to higher education for disadvantaged students. A report researched and written by the Office of Planning and Finance at the Community College of Philadelphia (CCP) underscored that "of the college's graduates, 57.5 percent

pursue studies at a four-year institution within one year after graduating from CCP. Of the nongraduates, 37 percent attend another institution after leaving CCP within one year.... For most of these students, study at a four-year school would have been academically and/or financially impossible without the opportunity provided by CCP."

Clearly, we should not allow the point to be lost on our legislators at any level. Community colleges exist to empower people, especially those who, due to economic disadvantage, have virtually nowhere else to turn to improve their lives. At the Community College of Philadelphia, for instance, 320,000 students have availed themselves of credit and noncredit courses over the past 26 years. Currently, more than 44,000 individuals, representing a full-time equivalent of 15,500 students, are enrolled yearly at CCP. And while enrollment figures obviously differ from institution to institution, the message these remarkable numbers convey remains the same: The community college system is doing what it was designed to do, and it can do much more with support from government agencies. The role of the community college president is to project this message on as large a screen as possible.

Sometimes, however, given the intensity of our vision and what we know to be the rightness of our position—the crucial stakes involved in terms of human potential realized or, tragically, not realized—we can become outraged at what we perceive as a callous disregard for our enterprise. This, of course, is precisely the wrong reaction. Samuel Halperin, a long-time academician who has served many years as a Washington lobbyist, notes this in his very useful pamphlet, *A Guide for the Powerless.* Educators must learn to engage the political process if they are to make much headway with legislators at any level, and the first step is to recognize that legislators are convinced that we don't understand the way their world works. Halperin's advice, which every community college president should heed, is to show legislators that, in fact, we *do* understand the constraints inherent in the political process and that we are willing to work within them (1981, p. 15). We must be aggressive in dispelling

the ivory tower image that, at least in the eyes of legislators, many of us seem to have earned. If we have any hope of capturing the attention of people whose profession is to balance a great many worthy claims with a limited amount of time and resources, we must begin by recognizing their needs and the environment in which they work.

Making Friends and Building Relationships

Legislators, whether local, state, or federal, do not generally respond well to scholarly reports. Given this, how best can we relay our message? The answer is in an important piece of advice found in George B. Vaughan's *The Community College Presidency* (1986). Vaughan attributes the following to a successful former community college president:

> If you leave out pragmatism as a factor of leadership, you probably aren't going to make it. The idea that you have dedication, sincerity and courage—that's probably going to get you fired if that's all you've got. You've also got to have prudence, a capacity to compromise, and what I call pragmatism—a recognition that even if you are right, you can't always have it your way (p. 187).

It is certain that a community college president cannot always have it his or her way, but it is equally certain that there are strategies and techniques to increase the odds of success. And none is more important than understanding something Lyndon B. Johnson knew so well: The time to make friends is before you need them.

While the last thing a community college president probably has in mind when walking for the first time into his or her office is the names of local and state legislators, a successful tenure will very much depend on those names coming to mind quickly. And, when the president has assumed office in a new city or even state, faces should very quickly attach themselves to names.

Trustees should offer introductions to important political figures, but it is the president who needs to devise strategies to make the

most of these introductions. For instance, it makes sense for the new president to send invitations to local and state representatives to his or her inaugural ceremonies. While some and perhaps even many of those invited will not be able to attend, two things will have happened. First, the invitation will have to be answered, which means the new president will have introduced him- or herself both formally and in a way that recognizes the importance of the legislator. Second, if the response is "regrets," a result may be that the legislator will feel uncomfortable turning down future invitations. If the college's public relations office can make the inaugural a public event, surprising numbers of politicians will be happy to attend, giving the president an opportunity to share with them the stage and whatever publicity may result.

All Americans, community college presidents included, seem to be ambivalent about our elected officials. We wish them to be noble, virtuous, and intelligent—while deciding if they are or not based upon what they do for us. Because the "us" is composed of a great many "I"s with highly varying visions of what constitutes nobility, virtue, and intelligence, the legislator is forced to compromise. This may mean occasionally going against his or her own judgment to represent the majority. Thus the noble statesperson becomes the politician. And politicians, we all know, can never be trusted completely.

The above thoughts are both true and false. The fact is that the nature of our system of governance is to work out compromises that satisfy rather than delight. It is also the nature of our system that without access to our representatives, compromise, let alone delight, can never be achieved. The wise community college president understands the nature of democracy as a practical way of doing business as well as a splendid example of political philosophy.

We must be prepared to carry our message directly to legislators, but that does not mean that our relationships should begin with that message. While the community college president certainly has a great deal to tell the local, state, and federal representative, it is usu-

ally wise to begin by asking what the legislator thinks about the institution. This technique accomplishes much, not to mention allowing the president to find out which legislator might have education as a priority or, as is sometimes the case, which legislator(s) may have festering grievances from contact with previous college administrators. Too often in the rush of limited time and infrequent access, the community college president is pressured to feel that face-to-face meetings are a one-time opportunity. In fact, such an initial meeting should set up future conversations either in person, through correspondence, or between legislative aides and the president's appointed staff. The president must see each contact with a legislator not as an occasion to ask for support (though that may well happen), but an opportunity to establish or deepen a relationship that will be mutually beneficial.

In addition to legislators themselves, it is wise to form positive relations with legislative aides. While time spent with representatives is often very brief, either the president personally, which is preferable, or the president's assistant can usually make sustained contact with legislative aides. Very often it is these key people on whom legislators at all levels rely for information and direction when considering positions on pending legislative matters. If the community college president can gain and hold the attention of these staff people, then he or she can generally expect to have important educational issues presented to legislators rather than lost in the shuffle of deadlines and competing issues.

Also, while every representative must be regarded as singularly important and while every staffer is a potential conduit to the council member, state representative, or congressperson and senator, the community college president will do well to cultivate at least one champion at each level. From all the people involved in representative government there are usually a few who have education as a primary concern. Finding and developing a relationship with them is a primary responsibility of the community college president, for when they are found they become of inestimable

value in helping the college president forward the mission and message of community colleges. These friends of education in general and of community colleges in specific must be developed with longevity in mind. Their opinion must be sought and their advice must be listened to seriously. As hard as it is to find such a person, that is how easily he or she may be lost. When possible, they should be coaxed onto the college campus and treated as honored guests. When the college has a public event that will attract media coverage, these friends should be invited. Such people probably would support education in any case, but if the community college president is willing to extend some effort along with a handshake, they can be counted on time and again to reward that effort with serious and enthusiastic assistance.

While there can be no substitute for the personal approach, whether it be an invitation to dinner or a public event, the community college president cannot meet everyone, be everywhere, and anticipate each ratchet of the wheel in legislative matters. A myriad of issues and concerns compete for the president's attention. Therefore, one of the most significant appointments a community college president can make, even at a relatively small college, is that of a politically astute person whose responsibility in part is to keep track of legislative issues. Whether it be touching base with legislative aides, following pending legislation that will either directly or indirectly affect community colleges, or attending political events the president cannot, the assistant truly must be the eyes, ears, and, whenever appropriate, the personal extension of the president.

The community college president must, as an early and a key step in the presidency, develop and cultivate positive, ongoing relations with local, state, and federal legislators. First, and crucial to this relationship, the president should convey to the legislators in clear, simple, and memorable terms the practical impact of the college upon the community: how the college directly impacts upon the social and economic "big picture." To be compelling, this connection will best be made in human and personal terms. Memorable anec-

dotes and statistics, specially targeted to a legislator—and easy to retell—will speak louder than five research reports resonating with text and tables. Secondly, this type of message is most effective when continuously reinforced. An annual visit to the legislature, while somewhat better than nothing, meets only the demands of common courtesy. The message will best be conveyed in ongoing relationships with legislators and their staff. When the subject is education, the information that immediately comes to a legislator's mind should be of a community college. Achieving this, of course, will require ongoing efforts by the president, other officers, and staff. Finally, remember that the reasons colleges seek governmental funding are not—or should not be—the simple extraction of funds, in the manner of the bank robber quoted earlier. Community colleges are the institutions best able to prepare Americans for productive, rewarding careers in a world of rapid technological and social change. This is a high and worthy mission. To secure the resources necessary to achieve it, community colleges will have to justify the support they receive with results.

Community college presidents must as never before seize every opportunity to meet the severe challenges ahead. To do so we must recognize that local, state, and federal representatives are key to the success of our efforts. Without their active, enthusiastic assistance it will be a continuing struggle to keep public support for funding at adequate levels; with their cooperation and assistance, however, community colleges will most certainly realize their place as an integral part of this country's educational and economic agenda for the next century.

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5

The President's Role in Public Relations

By Beverly S. Simone

Just about everyone falls victim to a virus now and then. If we've taken care of ourselves, if we've exercised regularly, eaten right, and balanced work and relaxation, we'll be able to withstand most minor illnesses.

The same can be said of our institutions. If we've built a college based on strong principles and a clear mission, balancing demands and resources, empowering staff to make the best use of their talents, the organization will be able to weather tough times.

This book is filled with marketing know-how you need to keep your college strong. This chapter focuses on the president's role in public relations. PR generally refers to our communication with noncustomers (McCarthy and Perreault, 1993). Yet if handled properly, it can enhance each facet of a college's marketing efforts and make the college less vulnerable during times of crisis.

The Importance of Principles

The president is the chief PR officer of the college (Fisher, 1980). As colleges implement Total Quality Management or Continuous

Improvement, the president's role in PR becomes more critical. If a president models integrity, strong principles, and empowerment, based on a clear mission statement, good PR will be an outcome. Employees who are treated with respect, trust, and gratitude will mirror their energy and enthusiasm to internal and external customers (DePree, 1989). A president may try to substitute quick fixes and cosmetic touches for integrity and principles, but people quickly see through this. Employees become cynical and they communicate that cynicism to the public (Covey, 1990).

The best way to establish effective relations within the college is to be known by and to staff and students. It's difficult for others to reflect your vision for the college if they don't see you "walking the talk." Open hours, forums, and "management by walking around" can help. Direct, timely feedback to staff regarding their positive work will build trust.

Working with the Board

To be most effective, a president should have a close working relationship with the board of trustees. Three basic tenets apply. First, the board and president should work as a unified team. Individual board members should not speak on behalf of the college. Either the board chair or the president should respond to media inquiries. No board member should solicit media contact without the knowledge of the board chair and the president. Next, the board and president should clearly define each other's role in public relations. Who is the college's official spokesperson? Who hosts community events? Who speaks on behalf of the board? These questions should be answered at the outset and communicated to all new board members. Finally, the president and PR staff should identify opportunities for the board to actively advance the mission, and thereby the reputation, of the college. Conversely, the board should limit action that will damage the image of the college. If a board member has a problem with a particular staff member, it should be communicated to the

president and worked out at the managerial level and not in a public forum. Make sure the board understands the importance of timing when it comes to public relations. A presidential raise that might go unnoticed at other times is sure to be a hot topic during negotiations with unions. Such timing would undermine negotiations and could result in harmful news coverage.

Working with the Media

Benjamin Franklin once said, "Never argue with anyone who buys ink by the barrel." Instead, develop a good working relationship with the media in your area. Meet with editorial boards and help them understand the mission of the college and its role in strengthening the community.

When a reporter calls, be accessible. If you don't know the answer to a question, find out, and respect the reporter's deadline. Always be honest. On the other hand, don't offer more than is asked unless you're comfortable doing so. Never say, "No comment." Reporters interpret that as subterfuge.

Remember that anything you say to a reporter could wind up in the newspaper. Choose your words carefully. If you need some time to compose yourself, call the reporter back at a mutually agreeable time.

Most community college documents are public records. If you're not sure, consult the college's attorney.

Keep in mind that reporters deal in facts, figures, and concise quotes. Make sure your facts and figures are accurate.

Use your college's name often when making positive statements about the institution. The name will have a better chance of making it into a quote or a sound bite.

Make sure your staff and board know how to communicate with the media. Many colleges have written guidelines for staff. These help people communicate effectively, especially in times of crisis. By following these guidelines, you and your staff can go a long way toward developing a solid working relationship with media.

Sometimes the college will get negative press. When that happens, staff and board members alike may want to immediately respond and deny or negate the headline and article. Whether to respond or not should be a carefully made decision in consultation with your PR staff. What will be the consequence of responding? Will more negative articles result? Will the college's view be presented? Answers to these questions will help you determine when and how to respond.

One of my colleagues got a salary adjustment in a effort to bring his salary closer to the national average. The headline in the local paper read, "President Gets 10% Raise During Recession." This raised the hackles of some board members who knew their president's salary was still below the national average. The article generated some negative letters, which the paper published, and board members wanted to respond to "educate the public." After talking it over with the PR staff, the president and the board decided to let it go. When a negative article appears, it's natural to think everyone has read it. The truth is, often less than half of a newspaper's readers are aware of the article. Every letter to the editor—even positive, supporting ones—makes more people aware of the situation. Writing letters defending the board's action continues to draw attention to the president's raise. While it may not be on par with other presidential salaries, it is still more than most people make, and the general public typically is not going to be sympathetic. Better to let the issue pass and soon fade from people's memories.

On the other hand, there are times when a call to the media is in order. Members of the larger community have a right to know what services are available to them from the college and how their tax dollars are being spent. Good media relations can also help clear up misconceptions about key policies or programs.

A case in point: at Milwaukee Area Technical College, we found a lot of misconceptions in the community and in the press about tech prep. Our public information manager set up a meeting with me and the editorial boards of the two major papers in our area. We

took along prepared packets with facts and figures about tech prep and a solid article quoting several area high school educators. Now, the editors in our district have a better understanding of what tech prep is all about, as do their readers.

Good media relations is built on trust and integrity. Sometimes a college or individual may come under fire from the media. If the college and staff have built a history of being open and honest, however, they stand a better chance of being treated fairly.

Community Involvement

Involvement in the community is helpful in several ways. You serve a PR function by telling an ever-widening circle about the college. You model to students and staff the principle of giving to your community. Most important, you can integrate the mission of the college with the community.

Serving on the boards of community-based organizations and corporations puts you in close touch with major employers of community college graduates. It's an opportunity to listen to companies and organizations, and to learn what their needs are and how they are changing in today's culture and marketplace. It's also a great way to keep the college's name in front of key state and community leaders.

My involvement with the Madison NAACP led to a series of breakfasts with minority community leaders. From those breakfasts, MATC learned about the special needs of Latino, African American, Native American, and Asian students. As a result, we hired minority counselors and developed a minority recruitment and retention policy. We also opened up a new neighborhood campus to take education closer to the customers.

Thanks to those efforts, the number of minority students at MATC has increased significantly in the last three years. That's good news for our community, where the minority public school population is expected to reach 40 percent in less than ten years.

One of my colleagues invites taxi drivers, bus drivers, hotel clerks, and waitresses to the college a couple of times a year to tell them what's going on in the way of new programs. These people have a lot of day-to-day contact with people from all walks of life. They can be important PR resources. Treat them with the respect they deserve, and they'll tout your college. They may even enroll!

Of course, everyone has only so much time to devote to community activities. Choose those activities that will benefit your college and its mission. Find a balance. You want to devote enough time to selected community activities to be of real value to the organization and your college. If you take on more than you can responsibly do, crisis management will result (Covey, 1989). You'll find yourself, your college, and the outside organization suffering. You'll also lose important credibility.

Achieving an effective balance of activities may require saying "no" sometimes (Covey, 1989). Just remember you're also saying "yes" to the effectiveness of your college and its president.

PR Staff

While you may be the college's chief PR officer, you don't have to go it alone. Make the most of your institutional advancement staff. Even if that department consists of just one person, you can multiply your effectiveness by working closely with staff. Effective institutional advancement staff members should be able to write clearly, concisely, and accurately. They should also write quickly. They won't have days to write press releases—sometimes they'll have only minutes. In addition, they need poise and the ability to think and speak on their feet.

The institutional advancement staff should come up with a PR plan—a list of positive, creative articles to send out to local media on a regular basis. The plan should include special projects and events, as well as opportunities for the president and other staff members to appear on local media and at forums and meetings with community leaders.

Don't just staff your institutional advancement department with quality people—work with them. Designate a morning or afternoon to work with the department. Many colleges report increased effectiveness after implementing frequent, direct contact with the president. By working with the staff on a regular basis, the president and other top managers can eliminate the biggest lament of the institutional advancement staff: being called in only after the fire is out of control.

Quality Publications

By working with your staff, you can also help ensure quality publications. The printed material your college produces communicates more than the words they contain. Publications can be important PR tools.

Your publications staff should ask some important questions. Who is the audience for a particular piece? What are you trying to communicate? Have you listened to the needs of the internal customer requesting the publication? Have you conducted focus groups? Does your logo communicate quality? Is it used consistently? Do the publications have a family look to them? What do the photographs tell you? Are various ethnic groups and genders represented? Do they break with traditional stereotypes and show men in nursing programs as well as women in machine tooling?

Everyone today works with a limited budget and staff. You can, however, turn out quality publications without spending a fortune. Make use of freelance photographers, artists, and writers when necessary. And don't forget students! The MATC publications department uses the talents of commercial art students when coming up with covers for the catalog and student handbook. It's a win-win situation. We pay a modest price for quality work, and our students are able to earn some money and add to their portfolios.

Another way to save money without sacrificing quality is through the use of black and white photography. A black and white annual

report with first-class photographs and crisp writing and design exudes quality—and fiscal responsibility. Black and white photography or artwork costs considerably less than color work.

The best way MATC stretches dollars is by working cooperatively with the other colleges in the Wisconsin Technical College System. Our statewide marketing committee takes advantage of synergy and economies of scale. Instead of each school producing a modest television commercial for $3,000, we've pooled our production money and come up with quality commercials each college can use. Our public information manager buys time on local media with the cooperation of two other technical colleges in the viewing area, and all three colleges share the cost.

Successful posters and publications from individual colleges are shared with the committee. If there's interest, the publications are printed for other college members. The colleges save the cost of the creative work and get the benefit of lower costs by printing large quantities.

Successful PR

Good relationships with staff, the media, and the community all contribute to good PR. The key to these relationships is the president. You represent the college even when you're at the supermarket or on the golf course.

Integrate your principles with your day-to-day life whether you're at the office or at home. Your integrity will shine through to your family, your staff, and your community. As you and your staff align your behavior with your mission and principles, good PR will naturally follow (Covey, 1989).

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6

The President's Role in Fund Raising

By G. Jeremiah Ryan

STUDY AFTER STUDY OF SUCCESSFUL FUND RAISING AT COLleges and universities have cited the crucial importance of the president in the cultivation and solicitation process. The president must be the one to wine and dine major alumni; the president must be the one to jet off to the Big City to confer with the major corporation or foundation executive; the president must be the one to "make the ask." This view of the president, which holds for annual giving and capital campaigns, is accompanied by the belief that a major commitment of presidential time is necessary for fund raising success. The considerable expense of presidential time is matched by a significant institutional commitment in people and resources to the fund raising process. This paradigm of fund raising exists, and many institutions that employ the approach are successful. However, community colleges have proven that the model does not apply to them and that very successful fund raising programs can be developed using the president in a much different manner.

Over the past ten years, teams of representatives of the National Council on Resource Development and the Council for the Advance-

ment and Support of Education (CASE) conducted three separate studies of the top ten community college fund raising programs, using the annual Council for Aid to Education reports as the source of the giving information. The earliest study (Ryan, Smith, and Hall, 1987) reported that community colleges were very much into the prevailing fund raising approach as presented above. The second study (Smith and Ryan, 1989) saw a pulling away from the paradigm and a heavier reliance on the creation of a "model" advancement area, with a full-time development officer being more important than presidential involvement. The most recent study (Keener and Ryan, 1992) reported that the community college's image and the existence of a full-time development officer were the most critical components of successful programs. The colleges in this study are successful largely because they have excellent community images and because they have made strategic decisions to capitalize on their community support. They are breaking the rules of the fund raising paradigm in the following ways.

- Prevailing paradigm: The president's role is crucial. Not true among this group, although several presidents were credited with vision and all were cited for making resources available.
- Prevailing paradigm: Size counts. The first- and second-generation studies reported that size was an important factor. Although seven of the top ten are large colleges, three are small to mid-size, and four are in smaller population areas.
- Prevailing paradigm: Research is fundamental. Only one institution reports the kind of investment in research typical of sophisticated fund raising colleges.
- Prevailing paradigm: An advancement area is important. The respondents reflect a lack of interest in the coordination of classic advancement functions, and, when they do exist, they consist mostly of marketing activities.
- Prevailing paradigm: Alumni are the base of support. For successful community colleges, local corporate support is the key to success.

For all of their rule breaking, the leading community college fund raisers do adhere to some tenets of successful fund raising. The president should support these rules:

- To make money, you must spend money. Almost all of the colleges make significant financial investments in people and office support.
- Planned giving is the future. Almost all of the colleges are now involved in planned giving efforts, and several report considerable early success.
- Invest money wisely. All the colleges with endowments have employed experienced outside investment counsel.
- Develop you expertise. All the colleges reported significant staff activity in professional associations.

The president's role at successful fund raising community colleges is less one of active solicitation and more one of advocacy and support for the development process at the institution.

The Fund Raising Milieu: Five Basics

The presidents at the more successful fund raising institutions report several additional important basics, the first of which is to gain an understanding of the broader context of institutional advancement. An understanding of the planning-marketing-admissions-development linkage, regardless of organizational chart, is fundamental to being a well informed advocate of the fund raising process as everybody's job, not just the responsibility of the development officer. Strategic planning is a necessary precondition to successful fund raising, especially in the corporate and foundation worlds where the planning-development connection is viewed as a strength that must be clearly demonstrated in the proposal. Enhancing the institution's image prior to fund raising is the best investment that a community college can make. There is a direct correlation between college reputation and the success of the early development effort.

The second basic for presidents is to adopt a long-term view of fund raising. Critically important to this step is to invest in research. The most successful community colleges, as compared to the merely successful, have conducted thorough prospect research, an element of the prevailing paradigm that would be helpful not to discard. This viewpoint also incorporates the harsh reality that the days of unrestricted giving by the most likely community college donors, corporations, and foundations are over. The old but wise marketing adage, "play to your strengths," also suggests that short-term campaigns geared to crises in public funding will only yield short-term gains and will probably result in more crises. Partnerships, designed to last years, should be developed around programs of mutual interest. These partnerships should be enhanced by good research and proper stewardship.

The third basic is to view the community college's economic development role as a pathway to successful fund raising. Business clients who have been happy training and development customers are excellent fund raising prospects. The CEOs of well served corporate clients are also prime candidates for service on community college foundation boards of directors.

The fourth basic is that corporate fund raising is almost 100 percent restricted. If the fund raising program's goal is to return to the college a significant amount of unrestricted money, then business and industry is the wrong area to target. The best source of unrestricted revenue is alumni, but the trend in private giving by individuals is to restrict gifts. The day of the large unrestricted gift may have passed community colleges by.

The fifth basic is that fund raising should be viewed as a critical institutional function, the implementation of which will benefit any community college regardless of the prospects of financial success. By engaging in fund raising, an institution will clarify its priorities, improve its publications, enhance its special events, and increase its contact with the business community.

Fund Raising: Initial Action Steps for Presidents

What is the role of the community college president in the fund raising process? A 1989 CASE monograph, *Initiating a Fund-Raising Program: A Model for Community Colleges* (Ryan, 1989), cited the following essential activities:

- Maintaining administrative control and accountability to the trustees for all activities of the college, including fund raising
- Providing enthusiastic and inspiring leadership for the other major players
- Recruiting, orienting, supervising, and evaluating the chief development officer (CDO)
- Delegating to the CDO some of the president's powers for the preparation and execution of a fund raising effort
- Working with the CDO and the college trustees to recruit and orient foundation directors
- Helping to develop effective communications between the board of trustees of the college and the board of directors of the foundation
- Opening doors in the community for the CDO and the foundation directors as appropriate (the directors will be opening doors for the president and the CDO as well)
- Participating in relationship building with, and formal presentations to, potential major funders

Fund Raising: Quality Presidential Time

Presidents have many demands on their time. Establishing an aggressive fund raising program at their college will add another function to which they must commit. On which specific day-to-day fund raising activities should the president be engaged?

- Make a major personal gift so that major gift prospects will be

asked to join the president in a significant financial commitment to the college
- Personally make the major gift solicitations, backed up by appropriate research on the prospect and prepped with a specific gift amount
- Attend all foundation board of directors meetings; make a state-of-the-college presentation at each session
- Actively serve on the boards of agencies in the college's service area that will put the president in daily contact with the most influential power workers in the community
- Personally thank, by phone and in writing, all major donors

Public tax resources are becoming harder to acquire; pressure is mounting to keep tuition rates low to ensure access; and more and more community colleges are establishing fund raising programs as one way to try to make up the difference or to provide the "margin of excellence."

Community college fund raising programs are coming of age. Public skepticism about giving to community colleges has diminished. Proper planning, presidential commitment to resources, and personal participation can result in significant private sector support. The next generation of community college fund raising will see more programs led by professional fund raisers who have been hired by presidents with an appreciation for, and experience in, soliciting private funds.

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